DOCUMENT RESUME

ED 284 785 SO 018 225

TITLE	Report on Social Developments: Education, Year 1985.
INSTITUTION	EURYDICE Central Unit, Brussels (Belgium).
SPONS AGENCY	Commission des Communautes Europeennes (Luxembourg).
PUB DATE	Apr 86
NOTE	40p.; Addendum to the Nineteenth General Report on the Activities of the Communities in accordance with Article 122 of the European Economic Community Treaty. For related documents, see SO 018 224-228.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Curriculum Research; Educational Finance; *Educational Policy; *Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; School Demography; Special Education; Students
IDENTIFIERS	*Europe; *European Community

ABSTRACT

The common challenge facing the education systems of the European Community Member States throughout 1985 was the need to develop and maintain a highly competent, flexible workforce which could improve the Community's competitive position during a period characterized by rapid technological advances. Within the Member States there are great differences in the experiences and expectations among young people. Generally, girls and young women face greater problems than boys and young men in successfully bridging the transition from school to working life. Three main tendencies have been noted in the Member States: the introduction of mechanisms to link general education with the world of employment leading to a blurring of the perceived differences between the educational systems and the structures for vocational training; an associated acceleration of the invasion of the school and home by new information technologies; and the prolongation of voluntary staying on at school and college beyond minimum school leaving ages accompanied by more education and training provisions. Sections on the development of the socio-educational situation in the various member countries, and educational statistics are included. (BZ)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED284785

REPORT
ON SOCIAL DEVELOPMENTS:

EDUCATION

-YEAR 1985-

Eurydice

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

John Richardson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SO018225

COMMISSION OF THE EUROPEAN COMMUNITIES

REPORT ON SOCIAL DEVELOPMENTS:

EDUCATION

– YEAR 1985 –

Brussels - Luxembourg/April 1986

(Addendum to the "Nineteenth General Report on the Activities of the Communities" in accordance with Article 122 of the EEC Treaty)

Extracted and reproduced by the

EURYDICE EUROPEAN UNIT on behalf of the Commission of the European Communities
Rue Archimède 17/Bte 17
B - 1040 BRUXELLES
Tel.: (02) 230.03.82 - 230.03.98

FOREWORD

Since 1984, EURYDICE, the Education Information Network in the European Community, has been requested by the Commission of the European Communities to contribute to the extension of the Commission's annual "Report on Social Developments" to cover the field of education.

The National Units of EURYDICE together with Education Authorities in each Member State have supplied information on the latest developments in their respective national education policies.

This document gives the education section of the introduction to the report and the chapter specifically on Education.

The EURYDICE European Unit.

CONTENTS

A. Education section of the introduction

B. Social developments in the Community in 1985 : Chapter II : Education

C. Statistical appendix on education

A. EDUCATION SECTION OF THE INTRODUCTION

1. On the occasion of International Youth Year, the Commission laid before the Council on 3 July a memorandum (*1) presenting an overview of the various activities under way or planned and identifying policy guidelines in the field of employment, education and training for young people. In this memorandum, the Commission emphasizes the need for job-creating economic growth combined with action to promote the development of the Community's human resources. Specifically, it outlines plans for the coming 12 months aimed at : maximizing the volume of work; improving the functioning of labour markets, especially at local level; ensuring that all young people are better equipped, before they enter the labour market, to cope with the new technologies; bringing about close collaboration between higher education institutions and industry; increasing the occupational and geographical mobility of young people; assisting disadvantaged young people; and exploiting the cultural diversity of the Community.

2. Being conscious of the key role which the new technologies already play - and will continue to play - in almost all areas of life, the Commission has brought this question to the Council's attention repeatedly in recent years, the concrete outcome being two resolutions adopted in 1983 - one on vocational training measures relating to new information technologies (*2) and the other on the introduction of new information technology in education (*3) - together with the Council conclusions of 7 June 1984 regarding the common strategy to be followed on the social impact of new technologies (*4). For similar reasons, and in line with a request made by the European Council at its meeting in Fontainebleau on 25 June 1984, the Commission laid before the Council on 6 August 1985 a communication (*5) on an action programme of the Community in education and training for technology - COMETT. The purpose of this programme is to strengthen cooperation between the higher education institutions and industry in the field of advanced level training relating to new technologies.

*1 COM(85)247 final.
*2 OJ C 166, 25.6.1983.
*3 OJ C 256, 24.9.1983.
*4 OJ C 184, 11.7.1984.
*5 OJ C 234, 13.9.1985.

Its objectives are threefold : to promote the European identity through student placement in firms in other Member States; to foster economies of scale through the joint organization of new training programmes aimed at remedying the shortages of specialized manpower brought about by the speed of technological progress; to encourage the exchange of experience between Member States in the field of university-industry cooperation in advanced training. At its meeting on 5 December (*1) the Council reached agreement in principle on the implementation of this programme over a period of four years (1986-89) with a budget estimated at 65 million ECU.

3. A further facet of education policy is the question of student mobility within the Community. The Commission takes the view that, in an increasingly interdependent Community, there is as never before a need for persons who will be able to communicate and cooperate with partners abroad on the basis of an improved understanding of the language and economic and social structures of the countries of those with whom they are interacting. Furthermore, in an increasingly competitive world, it is vital that persons in positions of responsibility recognize the crucial need for increased cooperation with partners in other Member States.
In the Commission's opinion, it is at the level of higher education that Community action is needed. With this in mind, it adopted and laid before the Council in late December a proposal for a Council Decision adopting a European Community action scheme for the mobility of university students - ERASMUS. The aims of this proposal are : to promote broad and intensive cooperation between universities in all the Member States; to enable an increasing number of students to acquire initial training by spending an integrated period of study in another Member State; to harness the full potential of the universities in the Community by means of increased mobility of university teaching staff; to strengthen the interaction between citizens in different Member States; to ensure the development of a pool of graduates with direct experience of intra-Community cooperation, thereby creating the basis upon which intensified cooperation in the economic and social spheres can develop at Community level.

---

*1 Bull. EC 12-1985.

The intention is that, by 1992, a minimum of 10% of the total student population - currently around 6 million - should spend a period of study in another Member State at some stage during their university studies. For the purposes of stimulating this higher level of mobility, the scheme provides for direct support for students in the form of grants and intensive teaching programmes. It also envisages a range of complementary measures - and more especially action to improve the situation as regards the academic recognition of diplomas and periods of study, an element of primary importance for facilitating the free movement from one Member State to another.

4. Finally, mention should be made of the intensified efforts to assist young people resulting from the new rules governing the tasks of the European Social Fund which were adopted by the Council on 17 October 1983 (*1) and entered into force on 1 January 1984. One of the new rules requires that at least 75 % of all appropriations available for operations carried out within the framework of Member States' labour-market policies be devoted to projects aimed at young people under 25, more especially those whose chances of finding work are particularly poor. In 1985, the appropriations committed by the European Social Fund exceeded 2000 million ECU for the first time, with 1 640 million ECU allocated to operations in favour of young people under 25. The operations in question undoubtedly played a part in ensuring that - as was mentioned earlier - the share of total unemployment falling to young people declined more sharply than in previous years. The Commission will continue along this path so as to make its proper contribution to resolving the key problem of youth unemployment.

5. There is nevertheless a danger that this problem will worsen with the accession of Spain and Portugal . In Spain, for example, two workers out of avery ten are unemployed and the figure is more than four out of ten for young people under 25. With this in mind, the Commission incorporated in its 1986 budget a substantial increase in appropriations for the European Social Fund (to a total of over 2 500 million ECU). In addition, following proposals by the Commission, the Council adopted on 20 December 1985 a Decision (*2) amending the Decision of 17 October 1983 on the tasks of the European Social Fund (*3).

*1 OJ L 289, 22.10.1983.
*2 OJ L 370, 31.12.1985.
*3 OJ L 289, 22.10.1983.

These amendments added to the list of absolute priority regions qualifying for fund assistance at the higher intervention rate the whole of Portugal together with the Spanish regions of Andalucia, the Canary Islands, Castilla-Leon, Castilla-La-Mancha, Extremadura, Galicia and Murcia and the cities of Ceuta and Melilla.

In addition, so as to allow for the growing number of beneficiaries, these instruments raised from 40 % to 44.5 % for the years 1986 to 1988 the percentage of the appropriations available for operations within the framework of Member States' labour policies which must be reserved for the absolute priority regions.

B. Social developments in the Community in 1985

Chapter I - Employment (including migrant workers)

Chapter II - Education

Chapter III - Vocational Training

Chapter IV - Industrial Relations

Chapter V - Working Conditions and Labour Law

Chapter VI - Wages and Incomes

Chapter VII - Living Conditions and Family Affairs

Chapter VIII - Social Security

Chapter IX - Safety and Health at Work

Chapter X - Health Protection

Chapter II

EDUCATION

Trends within the Community

46. The common challenge facing the education systems of the European Community Member States throughout 1985 was the need to develop and maintain a highly competent flexible workforce which by maximizing possibilities of cooperation could improve the Community's competitive position during a period characterized by rapid technological advances.

47. This challenge was made all the more daunting by the continuing increase in mass youth unemployment, and the persistence of socio-economic individual and regional inequalities.

At the beginning of the year five million young people under the age of 25 were unemployed after a 30% increase in youth unemployment over the previous three years.

Within the Member States there are great differences in the experiences and expectation among young people. On the whole, girls and young women face greater problems than boys and young men in successfully bridging the transition from school to working life. Young people leaving school without qualifications suffer more at the entrance to the job market than the qualified. The children of the poor and migrant workers, together with disabled young people are at special educational risk.

48. The different Member States' education systems have tried to meet the common challenge and in several cases give special support for those most gravely in educational need.

These actions have resulted in three main tendences:

- the introduction of mechanisms to link general education with the world of employment leading to a blurring of the perceived differences between the education systems and the structures for vocational training;

- an associated acceleration of the invasion of the school and home by the new information technologies;

- the prolongation of voluntary staying on at school and college beyond minimum school leaving ages accompanied by more education and training provision for those at the age of transition, with an increasing tacit acceptance that under 18 year olds are being removed from the labour market.

40. The Education Council held in Luxembourg in June 1985 reflected these common concerns in adopting a Resolution containing an action programme on equal opportunities for girls and boys in education.

The Education Ministers held an exchange of views on COMETT, the Community Programme for Education and Training for Technologies which intends to do for "human resources" what other Community Programmes such as ESPRIT are doing in drawing efforts together for research and development.

Conclusions were drawn up on improving the treatment of the European dimension in Education stating that an understanding of political, social and cultural life in other Member States together with knowledge of the goals of European integration is part and parcel of the education of the future citizens of Europe.

Development of the situation in the member countries

BELGIUM

50. A first change concerns the registration and enrolment fees for foreign pupils and students. This was dealt with in the legislation of 21 June 1985 concerning education articles 58-63. Article 63 of the aforementioned legislation states that school fees or additional entry payment collected between 1 September 1976 and 31 December 1984 will not be reimbursed. The school fees which, however, have been collected from EEC members who were in vocational training, will be reimbursed on the basis of judicial rulings. The royal decree of 30 August 1985, an extension and enforcement of the aforementioned law, covers the different categories that are exempted from registration fees. This concerns, in particular, pupils and students who are nationals of EEC Member States, insofar as their enrolment grants them access to vocational training.

University education is not covered by this decree because it is not considered to be part of vocational training.

On the level of higher education, changes have been adopted for maritime education and studies in the nautical sciences through the legislation of 15 July 1985. The grades of candidate and licentiate in the nautical sciences after respectively two and four years, are now equated with those following university studies. Yet, there are still differences with university education, e.g. the tuition and fees of maritime higher education are covered by the decree of 30 August 1985. The corresponding degrees and diplomas are issued by the School of Navigation in Antwerp, which has a head office in Ostend.

The legislation of 21 June 1985 stipulates that the rector has the right to refuse a student whose studies will not be financially compensated by the government. At a state university, the student can appeal against this decision to the Minister of Education within 30 days.

Foreign students who have been working or who are working in Belgium and belong to Member States of the EEC are also eligible for the working-subsidies of the universities, as are husbands and spouses. In this law, there are also some important articles on cumulation. Professors and assistants who cumulate their academic functions with another paid activity which takes them more than two half days a week, may conduct their academic function only part time (with the appropriate payment). Every half a day they spend in function of the university is equalised with 10% of a full time function.

The royal decree of 29 August 1985 (Moniteur Belge of 22 October 1985) lays down the provisions relative to the interruption of a career for any reason whatsoever in the teaching profession and in psychomedical-social centres. The position and rights on social assistance are kept, and an allowance of 10,504 BF a month is provided by the Ministry of Education. The personnel can enjoy this career interruption during 6 or 12 months.

51. As of 1985, State schools are entitled to independent management (royal decree of 29 December 1984, Moniteur Belge of 9 January 1985) which obliges the members of the school staff and, in particular, the head of the establishment to conform to the provisions relative to the running of their institution, with the aim of achieving the best management possible, taking into account the funds put at their disposal.

A royal decree of 20 August 1985 (Moniteur Belge of 29 August 1985) amends certain provisions in the legislation concerning education in that a fixed annual subsidy, and the amount of the subsidy for running expenses, per pupil regularly enrolled, for boarders in ordinary primary and secondary schools are provided for. This provision applies to boarding schools which are linked with independent or official establishments or groups of establishments receiving subsidies. Previously, the government financed State-run boarding schools only.

52. The circular dated 13 September 1985 contains instructions as to how to efficiently organise teacher training courses. In the matter of general education which is common to the three types of teacher-training courses, broader themes are developed, notably with regard to an understanding of State structures, and a more extensive study of economics

and social legislation as well a better initiation to cultural life, data processing, and audio-visual techniques are provided for, with greater emphasis on the pedagogical aspect of these subjects.

Furthermore, the training of pre- and primary schoolmasters includes more courses in French and mathematics.

In order to update the teaching methods of future primary school teachers, and to enable them to adapt their teaching to social evolution, their vocational training will be facilitated by numerous contacts with various circles, notably in the social and economic field.

Stress is also placed on an interdisciplinary approach to the development of certain humanistic themes such as the defence of human rights, road safety, education in health and hygiene. This is why each establishment shall organise training programmes or activities which will enable the student to complete his vocational training and to be better prepared for social life, and, through such changes, will allow him to prepare his future pupils equally well.

The Royal Decree of 14 October establishing a National Council for Technical and Vocational Secondary Education defines the purpose of this Council as the delivery of opinions, either on its own initiative or at the request of the Minister for Education, on all problems concerning full-time or part-time technical and vocational secondary education. It is composed of representatives of the various educational authorities, staff, trade unions, employers' organizations and the health and guidance centres.

DENMARK

53. In its 1984/1985 session the Danish Parliament passed amendments to the Act on the primary schools, which entail the following :

- The municipalities will be permitted to implement a coordinated "schooling" period for children from nursery classes and the 1st and 2nd classes;
- New opportunities for pupils in the 10th class by the extension of special subjects and more access to activities other than classroom instruction;
- Parents will have more choice in deciding which school their child will attend.

An amendment to the law on primary school teacher-training passed in the same session will mean that :

- Training will be spread over 4 years to ensure that teacher-training colleges with one or two groups per year get an acceptable supply of compulsary subjects.
- On an experimental basis certain new subjects may be offered, including those aimed at the private sector;
- Cooperation may take place between teacher-training colleges and Denmark's Institute of Education on the in-service and further training of teachers.

The regional coordination of the educational and vocational guidance has been changed to take effect as from April 1986. In each region, corresponding to a county, will be set up a regional committee and a guidance committee to manage the coordination.

The guidance systems of the Ministry of Education will be examined by a private firm in 1986 to throw light on to what extent the guidance contributes to promote the pupils' choice of education with positive views of employment, and what hindrances there may be to give the best guidance possible.

The government presented in December 1985 a proposal for an adjustment of the "Gymnasium". The proposal implies a number of changes of the structure of the Gymnasium to a more flexible respect with the frame of the current objects clause.

The adjustment contains among other things :

- the foreign languages are to be bolstered up;
- room for new subjects as economy and business administration and technology.

It is going to be possible to combine the subjects in new ways, like languages combined with subjects of natural sciences.

The proposal is meant to be effected from the school year 1987-88.

An amendment has also been passed to the Minister of employment's law governing employment offers, which has consequences for the training sectors.
The amendment means that :

- Long-term unemployed over 25 years old, who have had a job offer, may receive a training grant instead of unemployment benefit, but at the same level, while they participate in any kind of training;

- the training grant may be received for up to two years;

- the long-term unemployed have a better basis for returning to normal employment.

54. In the spring of 1985 the Parliament passed a new law on in-service training (business oriented courses). The law makes it possible for state contributions to be paid for research and development work on business oriented in-service and further training for all groups on the labour market.

Moreover, according to the law, state subsidies may be paid for business oriented in-service and further training with adult training grants being paid to participants. The courses are especially geared towards technicians and corresponding non-academic workers in private businesses. The courses are run on a decentralised basis so that the organisation and content are determined by the training institution in cooperation with the local business community. Firms have to pay participants' fees in order to be able to send their workers to the course. These fees will gradually increase over the coming years.

A training council including representatives from the business world will advise the Ministry, in particular about which areas the in-service training effort should be concentrated on.

Finally, it can be added that in May the Government presented a report to the Parliament on research, training and technology. In the report reference is made to the way in which research, training and technological policy is adjusted and coordinated in order to strengthen economic growth and thereby promote employment. In the report there is a list of ongoing or proposed concrete initiatives for training and research policy.

It is stressed in the report that the interplay between the public and private sectors must be developed in a range of areas because such reinforced contacts will be a precondition for maintaining economic growth in the longer term.

FEDERAL REPUBLIC OF GERMANY

55. As in previous years, the report period saw a decline in pupil numbers at primary and secondary level associated with a steady improvement in teacher-pupil ratios. This trend also curtailed the scope for teacher recruitment. An increasing proportion of school leavers qualified to enter higher education are now opting instead for the dual system of vocational training. As a result, demand for training places in the dual system remained high in 1985 in spite of the decline in the number of school leavers. This high level of demand was, however, in large measure satisfied. The changing pattern of behaviour among school leavers can partly be explained by the fact that both Federal and Land authorities intensified their efforts to foster careers guidance within and outside the general school system.

A further salient feature of the year under review was the campaign to promote the introduction of new technologies throughout the educational system.

A seminar organized in Berlin from 4 to 8 November in collaboration with the Commission of the European Communities provided an opportunity to review progress towards this goal at secondary level with the help of an exhibition and visits to schools.

The Joint Federal Government-Länder Commission for Educational planning and the Promotion of Research Activities approved an outline plan for education in the information technologies in the context of schools and vocational training. This plan envisages that all pupils will acquire a grounding in the information technologies through the latters' incorporation in the core teaching for the various subjects starting at secondary level. The possibility of taking computer studies as an optional or elective subject at upper secondary level has already existed for some years.

An outline plan for education in the information technologies was also approved for the tertiary sector on 16 December. In addition to the maintenance and expansion of computer science course provision, this involves a computer facilities investment programme financed jointly by the Federal and Land authorities part of their shared responsibility for higher education building and designed to provide a massive stimulus for the use of networked computer workstations as tools in all departments and courses.

56. Overall, the main thrust of efforts in the higher education field was directed at increasing flexibility and differentiation so as to improve the efficiency of the system and the motivation of both teachers and students despite the continuing substantial strains imposed by high student numbers.

On 26 September the Bundestag approved amendments to the Framework Law for Higher Education aimed at improving the quality of research and teaching, notably via a clear differentiation of the higher education system, an increase in the autonomy of and competition between individual establishments, a corresponding strenghtening of their internal decision-making structures, improvements in staffing structures and, finally, measures to facilitate research in higher education with outside funding.

In addition, on 24 May the Bundestag passed a law establishing a new basis for fixed term contracts of employment with academic staff at higher education institutions and research establishments. The purpose of the arrangements introduced by this law is to increase the efficiency of teaching and research establishments, to make it easier for them to obtain "fresh blood" and more especially to improve opportunities for promising young academics/researchers.

Radical changes in the procedure for admission to restricted-entry university courses in medicine were introduced by a law of 28 March - the Second Law amending the Framework Law for Higher Education - and the revised version of the Inter-Land Convention on the Allocation of Places in Higher Education. The lottery system hitherto used for the allocation of the majority of places was replaced by a system of selection criteria to apply as from the 1986/87 winter semester. The aim in introducing these criteria (test/school-leaving examination results, selection interviews by the universities and waiting period) is to take proper account of individual attainment and course motivation and to make the chances of obtaining a place more readily calculable for the applicant.

GREECE

57. The draft law on primary and secondary education aimed at upgrading general, technical and vocational education at these levels was presented to Parliament, after the interested parties had made their opinions known and public discussion of the draft had come to an end. Parliament passed the law with several modifications. On 30 September 1985 it was published as law 1566 on "The Structure and Operation of Primary and Secondary Education and Other Arrangements". The new law will fundamentally alter primary and secondary education in Greece.

Law 1566/85 regulating matters relating to the organization and functioning of primary and secondary education was published on 30 September 1985 (Government Gazette N° 167, Part I). We will indicate below the main reforms that it introduced:

- In the field of pre-school and primary education, rules have been laid down governing the teaching of foreign languages in primary schools. School associations have been introduced and bodies open to the public and parents' associations set up to assist on matters relating to the running of schools and the promotion of education.

In addition, the law completely reforms in-service training of primary and secondary school teachers. Such training, which prior to the 1985-86 school year was carried out in the primary school (SELDE) and secondary school (SELME) teacher training colleges, will be given in regional training centres from the next school year.

- Under the new law 1566/85, free secondary education is provided in two stages: (1) lower secondary schools (Gymnasion); (2) general, classical, denominational, integrated and technical/vocational upper secondary schools (Lykeion) as well as technical vocational schools. Provision is made for the establishment of lower and upper secondary schools for music and physical education and for State bursaries for pupils at upper secondary schools who are entitled to free transport to and from school plus board and lodging. Alternatively, pupils who live a long way from school may receive a monthly allowance.

Pupils' associations are being set up to enable pupils to take part in school life. Sports clubs are being formed in every secondary school. School associations have been created and vocational guidance introduced in schools. Finally, a number of collective bodies are to be set up:

a) prefectorial and provincial education committees;
b) local and municipal education committees;
c) a schools' council (which is made up of the teaching staff and representative of parents, local authorities and pupils);
d) a schools' commission, which comprises representatives of the local authority or municipality, parents, pupils' associations and the head of the school.

- Under the new legal framework, special education forms an integral part of general education and the hitherto separate legislation (Law N° 1143/81) has been incorporated into a single law on the organization and functioning of primary and secondary education.

The main developments that have occurred in special education are the creation of new categories of academic staff, the setting up of the Council for Special Education and a decree laying down measures on all aspects of the organization of the services responsible for diagnosing the problems of any child with special educational needs.

- Finally, this law will establish new bases for the development of post-graduate studies at higher education establishments.

FRANCE

58. The object of the new provisions in 1985 was to improve the quality of education and to update its contents and methods with a view to widening its outlook on the world.

Close to 2000 classes opened in nursery schools.

New programmes and time-tables were introduced in primary schools to promote the learning of basic subjects.

The reorganization of secondary schools affected 25 % of the establishments as of the beginning of the 1985 school year. The aim is to get, in 15 years time, 80 % of the pupils of a form to sit for the Baccalauréat (Certificate of Secondary Education). This reorganization is based on improved initial and advanced courses intended for teachers, on the re-examination of the programmes (planned for 1986), on educational methods and on a better system of assessment : for this purpose, a new Secondary School Certificate was introduced.

In the second stage of secondary education, new measures have been taken in view of increasing the number of pupils as well as their qualification, particularly in technical and scientific Baccalauréats.

In higher education, implementation of the law on higher education was followed by the publishing of texts relative to the regulations and running of advisory institutions and bodies. The National Committee on assessment of public establishments of the scientific, cultural and professional type was set up in May 1985. A new diploma was instituted : the "Magistère", a university degree specially designed for a profession.

59. At all levels, technical courses and training in new techniques are definately taking the lead. A Finance Act on technological and professional training is under way. Its general options are in keeping with those of the report by the Education-Entreprises mission.

These options include the creation of a vocational Baccalauréat, the development of technologically-oriented universities, the extension of twinning initiatives (8011 in 1984-1985) between establishments and firms to all technical institutions and to most grammar schools and secondary schools. The reorganization of training at levels IV and V is being pursued. Within the framework of the "Data-processing For All" programme, all primary and secondary schools will be fitted out, by the end of the year 1985-1986, with data-processing equipment and the teachers will receive a training course concerning its use.

IRELAND

60. A Progress Report on the first year of the Programme for Action in Education 1984-1987 was published in January. This report sets out the progress made and action taken on the various elements in the Programme for Action.

In January, May and June, the Minister announced a series of third-level building projects, amounting to IRL £126.5 million.

The National Parents Council was established in March 1985.

In March the Curriculum and Examinations Board published a Consultative Document on Assessment and Certification.

In May, the Government's decisions on the "Ages for Learning" discussion document were published. These decisions provide that in future children will have the opportunity to eight full years in the primary school and up to six years in post-primary school - three years in junior cycle, two years in the Leaving Certificate programme with additional options of a transition year or vocational preparation/training course.

The Report of the Committee on School Discipline was published in October 1985. Responses to the Committee's report have been invited for consideration by the Department of Education.

In November the Governments Green Paper (discussion document), "Partners in Education" was published. The Green Paper deals with the question of local and regional structures for the management and administration of the educational system as well as the position and development of the Regional Technical Colleges and the Colleges of Technology. It proposes the establishement of some 13 local education councils which would consist of representatives of local authorities, post-primary schools, teachers, parents, youth services, adult education, training agencies and the social partners. It would also allow for representation from the primary school sector.

Under the White Paper outlining the Government's National Youth Policy,"In Partnership with Youth" which was recently published, Governmental responsibility for the national youth service is being transferred from the Department of Labour to the Department of Education.

61. A National Seminar/Exhibition on Equality was held in Dublin in April and a Working Party has been established to examine the role of women academics in higher education. Equality modules have been included in in-service courses for teachers.

The special Fund and initiatives for the disadvantaged are being continued - extra funding, teachers, remedial and guidance services, home/school liaison projects, in-service training of teachers, etc.

The pilot programme in Distance Education is being extended and a National Consultative Council on Distance Education has been established.

A Career Breaks Scheme has been introduced for primary and post-primary teachers.

Reports on the main aspects of the primary school curriculum are being prepared and published by the Department.

In September the Curriculum and Examinations Board issued three discussion documents :

- Primary Education,
- Language in the Curriculum,
- The Arts in Education.

ITALY

62. Final approval of the New Primary School Education Programmes in February 1985 paved the way for a series of initiatives which will enable these programmes to enter into force in the academic year 1987-1988 as from the lowest age classes. At the instigation of the Minister for Education, a bill was submitted to both Houses aimed at the re-organization of primary schools on the basis of the innovations proposed in the new programmes; the academic year 1985-1986 witnessed the go-ahead for the plan for keeping primary school teachers, whose task it will be to implement the new programmes in class, up to date with developments. Initiatives in this area are promoted within a national framework by Teacher Councils and organized with the collaboration and assistance of the IRRSAE (regional education research instit.), universities and external technical inspectors. Discussions of the proposals submitted is highly charged at the cultural and political level, however, and there is considerable dissension; argument surrounding the reform of secondary schools is still, therefore, very contentious and the reform itself, while seen as necessary by all parties, has not succeeded in getting off the ground owing to the complexity of the system. The Italian Senate approved the text of the reform at its sitting on 28 March 1985 and the text will go before the Chamber of Deputies for a final opinion. In the meantime, certain measures have been taken to resolve more pressing problems: the MD of 4 April 1985 establishes the rules for sitting school certificate and school-leaving examinations in experimental classes, which could be said in a certain measure to have anticipated the reform; a bill (DDL. N° 205 of 8 May 1985) was submitted calling for changes in the structure of the school-leaving examination.

Finally, in March 1985, the Minister outlined the National School Data Processing Plan, to be implemented from the secondary school level over the four year period 1985-1988. The plan provides for fairly extensive involvement, even on the ground, preceded by intense trainer and teacher training activity. According to estimates made, it will be possible to train approximately 100 teachers by the end of the academic year 1985-1986 to operate at 150 institutes and in approximately 500 classes .

63. In the short space of this year, the Minister also announced the Plan to develop Italian universities for the academic years 1984-1986, setting out the general aims, with due respect for university autonomy, and indicating the main points in the assessment of the four-year period of organizational and educational experimentation provided for in the President of the Republic's decree of 1980 and of the consequent reform of university structures, the introduction of a new type of educational study qualification, the review of study plans and course groupings, the implementation of the right to study, the setting up of the National Register Office for University Scientific Research and the territorial rebalancing and development of the entire system.

Within the context of this scheme, certain steps have already been taken; for example, the Committee called upon to state its opinion on four years of experimentation submitted its report to the National University Council (CUN), which approved it in April, while the Minister, for his part, submitted a bill on the legal status of research workers which aroused considerable perplexity in university circles and among the trade unions, together with a further bill on the right to study; at the same time, discussions are continuing in the competent bodies on the reform of the structure of the various kinds of study, medical, chemical, etc.

Finally, the urgent measures for the university building programme (Law N° 331 of 25 June 1985) were approved on 19 June 1985.

In Autumn 1985 the education system was once more to the forefront on the Italian political scene, with the Government and Parliament called on to find answers to problems raised by students during demonstrations both in school and on the street. Protesting against increases in school and university fees provided for under the law on the economic programme for the years 1986-1989, the students seized the occasion to express their dissatisfaction with an education system held to be deficient in facilities (buildings, lecture halls, equipment) and outdated in content, and their anxiety in view of the bleak employment outlook. The Government amended the proposed law, cutting back the increase in fees and exempting the most meritorious from payment; in addition 4,000,000 million lire were allocated for the construction and imporvement of school premises.

On 14 December a protocol agreement between the State and the Church regarding the teaching of the catholic religion in public schools, in implementation of the earlier agreement between the Italian Republic and the Holy See concluded in February 1985, was signed by the Minister of Education on behalf of the Italian Government and the President of the Italian Episcopal Conference.

Under this agreement, the State undertakes to ensure the teaching of the catholic religion in every type of school from maternity to upper secondary, at the same time guaranteeing the freedom of all pupils to accept or reject this teaching.

The signature of this protocol agreement, the procedures leading thereto and the implementing circulars subsequently transmitted to every school by the Ministry elicited sharp controversy between the political parties, developing into a broad parliamentary debate as a result of which the parties agreed - among other things - to invite the Government to study alternative forms of cultural and educational activity for those who found the teaching of the catholic religion unacceptable, leaving full freedom of choice to upper secondary school students in this matter.

This ferment in the academic world developed against a background of particularly intense administrative and legislative activity. As examples of the latter, the following is a provisional list of legislative proposals at present tabled before the two chambers of Parliament:

- the reorganization of primary school;
- the reform of upper secondary school;
- the reform of the upper secondary leaving certificate examination system;
- the reform of the structure of the teaching system in university faculties;
- the legal status of university research officers;
- new rules applying to non-teaching staff in universities;
- rules governing attendance at specialized medical schools and the number of students to be admitted to the faculties in question;
- framework law on the right to education.

LUXEMBURG

64. Pursuant to the Grand Duchy regulation of 5 April 1985 having as its aim
- the training of 2nd and 3rd year prospective teachers,
- the conditions governing promotion from 2nd to 3rd year,
- the procedure for the final examination on completion of training,

preparation for the duties of 2nd and 3rd year pre-primary and primary teachers is organized in the form of probationary training units.

Each training unit (TU) is defined as a functional whole encompassing a particular block timetable and consisting of one or more components each of which is recognized by an official certificate. These components themselves encompass specific objectives and content, appropriate activities (course, work under direction, seminars), as well as a procedure for evaluating the skills and competence to be acquired.

The students' educational training is supplemented by practical training courses at schools in the country, organized by the ISERP.

The final examination on completion of training takes the form of a report covering:

- specific 3rd year training units,

- 3rd year training courses and one lesson of practical teaching given by each student in the course of the final six months in, respectively, a pre-primary and primary school class,

- 2nd and 3rd year mobile training units.

65. Pursuant to the ministerial regulation of 15 April 1985, on the local organization of safety at schools, those responsible for ensuring safety at schools may entrust security staff with certain tasks, including the management of plant and installation maintenance, surveys into accidents and incidents, the preparation, planning and supervision of evacuation drills, the organization of lectures, courses, exercises and information sessions proposed by the Insepctor-General of School Safety.

NETHERLANDS

66. The main policy points concerning education and science in 1985 are:

- to create possibilities through legislation for policy development and reconstruction of effective education in the forthcoming decennia;
- to establish areas of priority as mentioned in 1984[1], e.g. handicapped, adult education, information technology and emancipation activities;
- attention to changes in education as a result of demographic and socio-economic aspects.

As of 1 August the introduction of new primary education (combination of infants and lower education) is coupled to a renewal in education for which experiments have been conducted for fifteen years. For further development of the renewal in education there are two central themes:

- development of the school workplan: aspects are supply of education, individualisation and differentiation, follow-up and registration systems of pupils, planning in education;
- the broadening of care: the acquisition of sufficient expertise of teachers to signal problems at an early stage, to diagnose on the basis of which to carry out specific pedagogical-didactical activities. Reading has been chosen as the spearhead for a structured approach.

The interim legislation on special education and further special education takes effect on 1 August 1985.

---

1 Social Report 1984, point 57.

Educational characteristics a.o. are: broadened entry (the clasification of kinds of kinds of schools are applied more smoothly), peripatetic support for pupils who are being returned to regular education, enabling pupils to partake partly in special further and partly in regular further education.

67. The fast growth of youth unemployment necessitates improvement of the link between education and work: measures have been taken to raise the number of participating first-year pupils in apprenticeship education, through information, enlistment of potential firms and improvement of the quality of practical training places. Training possibilities are also available in lower and secondary information science professions for about 5,000 school leavers per annum from lower and secondary vocational education, secondary and higher general further education and for the young unemployed. Industry and government each carry part of the cost.

In the framework of the informatics stimulation plan, basic courses for female teachers are organised and projects exist in which the position of girls receives special attention. In adult education there also exists a lot of interest for computer science.

Regarding unjustified school absence special reception projects are organised for very early school leavers (school age population without diploma). Next to this, the education system must take special preventive measures, such as through the registration of school absence.

After the training in the first phase of scientific education, which finishes with a doctoral exam, some of the final students - approximately 30% - can pass on to the second study phase.

In higher vocational training a stimulation plan is designed for the development of informatics as a profession, for applied informatics and for computer assisted education. In higher education a "centre of excellence" has been set up at three technical high schools, where in particular in the field of micro-electronics, education and research of high quality takes place. Also, informatics has been introduced as a new training course.

An amendment to the Law of secondary education has replaced the system of three levels of teaching qualification with a two-level arrangement.

This reform was motivated by psychological considerations, subject to knowledge requirements and organizational arguments, but was dependent on agreement being reached with the teachers' unions regarding salary structures. This has now been achieved.

In the context of the NITs in Secondary Education Project, work has begun on the provision of in-service training for lecturers at secondary school teacher training centres. In collaboration with the firms supplying computers to secondary schools, this training is being provided by experts from the academic world and industry.

The lectures currently under training will themselves subsequently train other lecturers, plus some 7,000 secondary school teachers, and develop appropriate curricula and teaching materials.

UNITED KINGDOM

68. Government policy and proposals during 1985 have concentrated on a more efficient use of available resources to raise the standard of education for all, throughout the service.

The White Paper Better Schools (March 1985, Cmnd. 9469) outlines government policies to:

- promote national agreement about the purposes and content of the curriculum;

- reform the public examination system and the recording of achievement;

- improve the training, deployment and management of the teaching force by making available specific grants to make in-service teacher training more effective, and by extending the Secretary of State's existing powers for regulating the employment of teachers to cover the appraisal of their performance;

- harness more fully the contribution of parents, employers and others outside the education service.

On examination reform, nationally-agreed guidelines, the national criteria, have been approved by the Government for the new General Certificate of Secondary Education (GCSE) to be held for the first time in 1988. Proposals have been made for Distinction and Merit Certificates to be offered to those candidates achieving certain minimum grades in a specified range of subjects in this examination. A decision has been taken to introduce Advanced Supplementary (AS) levels from September 1987 which will contribute to a broader education for pupils taking Advanced Level examinations, usually at 18. Pilot schemes in connection with the introduction of a national system of records of achievement started in April 1985.

The Report of the Committee of Enquiry into the Education of Children from Ethnic Minority Groups (the Swann Committee), "Education for All" reviewed the evidence that many ethnic minority children are not realising their full potential in school. The Committee make a large number of recommendations with two main aims: first, to foster amongst all children understanding of Britain's ethnic diversity and respect for other cultures; second, to remove the obstacles to achievement faced by ethnic minority children. The Government has accepted some recommendations and is considering or holding consultations about others.

Special attention is being paid to vocational training and retraining opportunities for adults and young people through closer cooperation between education and industry.

The Certificate of Pre-Vocational Education has been introduced as a new qualification for students aged 17 plus who undertake a broad-based full-time one-year course after reaching school leaving age, in preparation for working life and further vocational education/training. Vocational qualifications more generally are being reviewed by a group set up jointly by the Department of Education and Science and the Manpower Services Commission. In September 1985, an additional 11 LEAs commenced pilot projects under the Technical and Vocational Education Initiative aimed at young people across the ability range and intended better to equip them for adult life, with particular emphasis on the world of work. Eight local education authorities are currently promoting pilot College Employer Links Projects to develop existing links between further education and employers.

A Green (Consultative) Paper "The Development of Higher Education into the 1990s" (May 1985, Cmnd. 9524) deals with five main themes:

- the contribution of higher education to the economy;

- increased emphasis on intellectual competence, motivation and maturity for access;

- raising the standards and quality;

- pursuit of efficiency and value for money;

- and selectivity and planning in the funding of research.

The Government accepted advice that the principles determining access to higher education should be broadened, so that places should be available for all with the intellectual competence, motivation and maturity to benefit from higher education. On that basis the Green Paper envisages significant increases in the proportion of 18/19 year olds entering higher education over the next decade, and in the number of mature students.

69. In Scotland additional funds were allocated to selected higher education establishments to increase places in engineering and technology courses in accordance with Government priorities.

Two major focuses of development have been the implementation of plans to reform curriculum and assessment in the last years of compulsory education (14-16 years) and in non-advanced post-compulsory education.

For 14-16s overlapping syllabuses and new assessment procedures, including criterion-referenced assessment and profile reporting, will permit the introduction of a new certificate, the Standard Grade, enabling all pupils to receive recognition for their achievements. The first phase of the programme is in the process of implementation, new courses having been introduced in August 1984. Development of Phases 2 and 3 continued with details of the courses in Phase 2 being issued to schools in August 1985.

New courses aimed at rationalising non-advanced further education and increasing its flexibility were introduced last autumn. The present varied provision is being replaced by a framework of 'modules' (self-contained 40-hour study units) which can be taken at school or college over an unspecified period of time, and which will be recorded on a single National Certificate. The principles are a curriculum individually negotiated, assessments criterion-referenced and profiled and certification by credit accumulation.

The development of the Government's 16+ Programme has seen the integration of adult education and training with the classroom training aspect of the Manpower Services Commission's Youth Training Scheme. the modular basis of the Programme has facilitated a rationalisation of non-advanced further education in Scotland and enabled a new single National Certificate to be introduced. The Scottish Education Department has formally handed over responsibility for the National Certificate Catalogue of some 2,000 modules to the Scottish Vocational Education Council which is now responsible for future versions of the Catalogue. To supplement the 16+ Programme, a Curriculum Advice and Support Team (CAST) has been established at Jordanhill School of Further Education to provide advice and information on curriculum development in the further education sector.

C. Statistical appendix on Education

Statistical appendix on :

II. Education

Year	B	DK	DE	ELL	F	IRL	IT	LUX	NL	UK	EUR-10
	1. Compulsory education										
	a) Minimum age										
1960	6	7	6	7	6	6	6	6	6	5	5-7
1970	6	7	6	7	6	6	6	6	6	5	5-7
1980/82	6	7	6	5½- 6	6	6	6	6	6	5	5-7
1983/85	6	7	6	5½- 6	6	6	6	6	6	5	5-7
	b) School-leaving age										
1960	14	14	14	13	14	14	14	15	14	15	13-15
1970	14	14	14/15	13	16	14	14	15	14	15	13-16
1980/82	14	16	15	14½- 15	16	15	14	15	15/16	16	14-16
1983/85	16/18 [1]	16	15	14½- 15	16	15	14	15	15/16	16	14-18
	2. Numbers of pupils [2] and students										
	a) 1.000										
1960/61	1.503	.	7.222	.	8.469	.	6.961	40	2.303	.	.
1970/71	1.902	930	9.866	1.560	10.183	634	9.449	54	2.711	10.515	47.804
1980/81	1.904	1.040	10.912	1.764	11.059	773	10.829	53	3.105	10.928	52.367
1981/82	1.887	1.037	10.742	1.798	11.246	785	10.698	53	3.070	10.713	52.029
1982/83	1.867	1.039	10.466	1.774	11.136	796	10.597	52	3.041	10.475	51.242
1983/84	...	...	10.094	...	10.892	803	10.453	...	3.106	10.166	...
	b) Pupils and students as % of the population										
1960/61	16,4	.	12,9	.	18,4	.	13,8	12,7	19,9	.	.
1970/71	19,7	18,8	16,2	17,7	20,0	21,4	17,6	15,7	20,7	19,0	18,3
1980/81	19,3	20,3	17,7	18,2	20,6	22,5	19,2	14,6	21,8	19,4	19,3
1982/83	18,9	20,3	17,0	18,1	20,4	22,7	18,7	14,1	21,2	18,6	18,8
1983/84	...	...	16,5	...	19,9	22,8	18,4	...	21,6	18,0	...
	c) Pupils and students by level of education as %										
First level											
1965/66	57,5	49,3	45,6	.	60,3	72,6	56,9	.	60,1	56,9	55,8 [4]
1970/71	54,8	48,9	41,4	58,9	50,5	63,0	52,2	60,1	56,3	55,6	51,0
1980/81	45,1 [5]	41,8 [5]	26,4	51,2	44,4	55,7	41,1	51,0 [5]	46,0	45,4	40,7 [3]
1983/84	43,5 [5]	41,6 [5]	24,2	50,3 [5]	40,6	53,4	38,9	48,5 [5]	42,0	42,5	38,4 [3]
Second level											
1965/66	37,6	44,1	47,9	.	35,2	24,1	38,0	.	35,0	39,7	39,4 [4]
1970/71	38,6	41,0	51,8	35,6	41,9	32,9	40,6	39,0	37,2	40,0	42,5
1980/81	44,6 [5]	47,9 [5]	62,6	42,0 [5]	46,3	38,9	49,3	47,4 [5]	45,0	49,7	50,7 [3]
1983/84	45,4 [5]	47,7 [5]	61,4	42,5 [5]	49,1	40,4	51,0	49,7 [5]	48,1	51,7	51,9 [3]
Third level											
1965/66	4,9	6,7	6,5	.	4,5	3,3	5,1	.	4,9	3,3	4,8 [4]
1970/71	6,6	10,1	6,8	5,5	7,5	4,1	7,3	0,9	6,5	4,3	6,5
1980/81	10,3 [5]	10,2 [5]	11,0	6,8 [5]	9,2	5,4	9,6	1,6 [5]	9,0	4,9	8,6 [3]
1983/84	11,1 [5]	10,7 [5]	14,4	7,2 [5]	10,3	6,2	10,1	1,8 [5]	9,9	5,7	9,7 [3]

1 From 1984 : at least participation in part-time education.
2 Excluding nursery schools.
3 Estimates EUROSTAT.
4 Excluding Greece and Luxembourg.
5 1982/83.

Source: EUROSTAT

Eurydice
The Education Information Network in the European Community

Educational cooperation in the Community

The educational systems in Community countries vary considerably and this variety, which is the result of historic and cultural factors, itself constitutes a great wealth which should be preserved.
On the other hand it is in the interest of everyone to draw benefit from the experiences and projects of partner countries within the Community.

Educational policy makers in the European Community have long been aware of the value of information concerning innovations and changes introduced in other Member States in order that their own decisions might be well founded on the knowledge of alternative possibilities of practice, and the Member States agreed to promote close cooperation in the field of education at Community level.

In February 1976 the Council of the European Communities and the Ministers of Education adopted an action programme in the field of education. They agreed among other things to set up an information network in order to increase and improve the circulation of information in the area of education policy*.
This information network, known as EURYDICE, is designed therefore to underpin the developing programme of educational cooperation within the European Community.

The Education Committee of the European Community, which has the task of coordinating and monitoring the action programme, recommended that the use of Eurydice should in the first phase be limited to those in policy making positions. The Education Committee consists of representatives of the Member States and of the Commission.

In accordance with their own distinctive education structures, each Member State has designated at least one National Unit to participate in the network and the Commission of the European Communities has arranged with the European Cultural Foundation the establishment of the Eurydice European Unit, which is part of the network and assists the Commission's Education Service.
Eurydice is based on the mutual cooperation of the National Units and the European Unit. In addition the latter coordinates and animates the network.

* Official Journal n°C38, 19.02.1976. P1

Eurydice's kontorer
Eurydice - Informationsstellen
Eurydice Information Units
Unités du Réseau Eurydice
Unità di Informazione Eurydice

Eurydice Informatiediensten
Μονάδες του Δικτύου Πληροφοριών Ευρυδίκη
Unidades de la Red Eurydice
Unidades da Rede Eurydice

EUROPEAN COMMUNITY
The Eurydice European Unit
Rue Archimède 17/B 17
B-1040 Bruxelles
Tel.: 230.03.82/230.03.98
Telex: 65398 eurydi b
Telefax: 230.65.62

BELGIQUE/BELGIE
Unité francophone d'Eurydice
Ministère de l'Education Nationale
Organisation des Etudes
Boulevard Pacheco 34
B-1000 Bruxelles
Tel.: 219.45.80 (poste 199 + 102)

Nederlandstalige nationale dienst van Eurydice
Ministerie van Onderwijs
Informatie- en documentatiedienst
Departement van onderwijs
Koningsstraat 172
B - 1000 Brussel
Tel.: 219.41.67

DANMARK
Eurydice's Informationskontor i Danmark
Undervisningsministeriet
Frederiksholms Kanal 25 D
DK-1220 København K
Tel.: 92.52.02
Telex: 22275
Telefax: 92.55.47

BUNDESREPUBLIK DEUTSCHLAND
Eurydice Informationsstelle beim
Bundesministerium für Bildung und Wissenschaft
Heinemannstrasse 2
D-5300 Bonn 2
Tel.: 57.21.91
Telex: 885666
Telefax: 57.20.96

Sekretariat der Ständigen Konferenz der Kultusminister der Länder
Nassestrasse 8
D-5300 Bonn 1
Tel.: 50.12.70
Telex: 886587

ESPAÑA
Unidad Nacional de Eurydice
Centro Nacional de Investigación
y Documentación Educativa
Ciudad Universitaria s/n
España - 28040 Madrid
Tel.: 449.66.81/449.66.68
Telefax: 221.37.75

FRANCE
Unité Nationale d'Eurydice
Ministère de l'Education Nationale
D.C.R.I.
110, rue de Grenelle
F-75007 Paris
Tel.: 45.39.25.75 (poste 3799 + 3585)
Telex: 270925
Telefax: 45.44.57.87

HELLAS
Evrydiki
Ypourgio Paidias ke Thriskevmaton
Diefthinsi Evropaikis Kinotitas
Mitropoleos 15
GR-10185 Athens
Tel.: 323.74.80
Telex: 216270

IRELAND
National Eurydice Unit
Department of Education
Room 210
Marlborough Street
IRL-Dublin 1
Tel.: 74.02.07
Telex: 31136
Telefax: 72.95.53

ITALIA
L'Unità Nazionale di Eurydice
Ministero della Pubblica Istruzione
Biblioteca di Documentazione Pedagogica
Palazzo Gerini, Via Buonarroti, 10
I-50122 Firenze
Tel.: 241.187/241.188

LUXEMBOURG
Unité Nationale d'Eurydice
Ministère de l'Education Nationale
Boulevard Royal, 6
L-2440 Luxembourg
Tel.: 46.802.551
Telex: 3311 MENJ LU

NEDERLAND
Nationale dienst van Eurydice
Centrale Directie Documentatie
Ministerie van Onderwijs en Wetenschappen
Postbus 25.000
NL-2700 LZ Zoetermeer
Tel.: 53.19.11 (poste 3497)
Telex: 32636
Telefax: 51.26.51

PORTUGAL
Unidade Nacional de Eurydice
Ministério da Educação e Cultura
Gabinete de Estudos e Planeamento
Av. Miguel Bombarda, 20
Portugal - 1093 Lisboa Codex
Tel.: 73.60.95/76.20.66
Telex: 63553 GEPMEC P
Telefax: 73.45.38

UNITED KINGDOM
Eurydice Unit London
National Foundation for Educational Research
The Mere, Upton Park
GB-Slough, Berks SL1 2DQ
Tel.: 74.123

Eurydice Unit Edinburgh
Scottish Council for Research in Education
15 St John Street
GB-Edinburgh EH8 8JR
Tel.: 557.29.44